

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

17th Congress
First Regular Session

HOUSE BILL NO. 4744



Introduced by Representative Evelina G. Escudero

EXPLANATORY NOTE

This bill seeks to upgrade the competency of public school teachers by institutionalizing the Philippine Professional Standards for Teachers.

Section 5, paragraph (4) of Article XIV of the 1987 Constitution provides that "*The State shall enhance the right of teachers to professional advancement.* xxx"

Teaching is a noble profession that shapes the character and future of our nation. However, it is only through competent teachers that our nation can produce and develop learners who will lead the country to development and progress.

The government has consistently pursued teacher quality reforms through a number of initiatives. As a framework of teacher quality, the National Competency-Based Teacher Standards (NCBTS) was adopted through Commission on Higher Education Memorandum Order No. 52, Series of 2007 and Department of Education Order No. 32, Series of 2009. The NCBTS emerged as part of the implementation of the Basic Education Sector Reform Agenda, and was facilitated by drawing on the learning considerations of programs such as the Basic Education Assistance for Mindanao, the Strengthening Implementation of Visayas Education Project and the Third Elementary Education Project.

The NCBTS is a theoretical framework that defines the different dimensions of effective teaching, where effective teaching means being able to help all types of students learn the different goals in the curriculum.

The proposed bill will upgrade the competency of teachers by institutionalizing a revised set of professional standards for teachers which was anchored on NCBTS. The standards for teachers define teacher quality and describe the expectations of teachers' increasing levels of knowledge, practice and professional engagement.

The professional standards for teachers will be organized hierarchically into domains, strands and indicators for different career stages that refer to more specific dimensions of teacher practices.

The proposed measure will allow teachers to self-assess their own performances against the professional standards in order to identify areas of strength as well as areas that need to be developed further as effective facilitators of learning.

In view of the foregoing, approval of this bill is earnestly sought.


EVELINA G. ESCUDERO

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Introduced by **Representative Evelina G. Escudero**

AN ACT
UPGRADING THE COMPETENCY OF PUBLIC SCHOOL TEACHERS BY
INSTITUTIONALIZING THE IMPLEMENTATION OF THE PHILIPPINE PROFESSIONAL
STANDARDS FOR TEACHERS AND APPROPRIATING FUNDS THEREFOR

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

SECTION 1. **Short Title.** – This Act shall be known as the “*Professional Standards for Teachers Act*.”

SEC. 2. **Declaration of Policy.** – It is the policy of the State to enhance the right of teachers to professional advancement. Towards this end, the State shall promote highly proficient teachers through the implementation of a set of professional standards anchored on the National Competency-Based Teacher Standards (NCBTS) institutionalized by the Commission on Higher Education and the Department of Education.

SEC. 3. **Objectives.** – The objectives of this Act are as follows:

- a) Complement the reform initiatives on teacher quality from pre-service education to in-service training;
- b) Constitute teacher quality in the enhanced basic education Kindergarten to Grade 12 (K to 12) reform through well-defined domains, strands and indicators that provide measures of professional learning, competent practice, and effective engagement; and
- c) Identify what teachers need to know to be able to achieve competence, improve student learning outcomes, and attain quality education.

SEC. 4. **Philippine Professional Standards for Teachers.** – The Department of Education shall, in coordination with the Commission on Higher Education, institutionalize the Professional Standards for Teachers to define the practice of effective teaching and set performance indicators classified in appropriate domains and strands that will guide teacher professional development.

SEC. 5. **Career Stages of Teachers.** – The work of teachers are defined at different career stages. Each career stage comprises descriptors that represent a continuum of development within the teaching profession. The career stage provides a basis for the preparation and development of teachers from beginning to exemplary practice. The following define the work of teachers at different career stages:

a) Career Stage 1 or Beginning Teachers. – The teachers in the entry level must have a strong understanding of the subjects or areas of content knowledge and pedagogy. They must possess the requisite knowledge, skills and values that support the teaching and learning process.

b) Career Stage 2 or Proficient Teachers. – The proficient teachers must be professionally independent in the application of skills vital to the teaching and learning process. They must provide teaching programs that meet curriculum and assessment requirements and must display skills in planning, implementing and managing learning programs.

c) Career Stage 3 or Highly Proficient Teachers. – The highly proficient teachers must display a high level of performance in their teaching practice and must manifest an in-depth and sophisticated understanding of the teaching and learning process.

d) Career Stage 4 or Distinguished Teachers. – The distinguished teachers must exhibit an exceptional capacity to improve their own teaching practice. They must seek professional advancement and relevance in pursuit of teaching quality and excellence.

SEC. 6. Domains, Strands and Indicators for Different Career Stages. – In order to carry out a satisfactory performance of their roles and responsibilities, each teacher must possess skills, behaviors and attitudes based on the set of professional standards for teachers. The framework shall be divided into domains, strands and indicators for different career stages that represent the desired features of the teaching and learning process. The seven (7) domains which refer to more specific dimensions of teacher practices are as follows:

- a. Domain 1 or Content Knowledge and Pedagogy shall be composed of seven strands:
 1. Content knowledge and its application within and across curriculum areas;
 2. Research-based knowledge and principles of teaching and learning;
 3. Positive use of information and communication technology;
 4. Strategies for promoting literacy and numeracy;
 5. Strategies for developing critical and creative thinking, as well as other higher-order thinking skills;
 6. Mother tongue, Filipino and English in teaching and learning;
 7. Classroom communication strategies.
- b. Domain 2 or Learning Environment shall be composed of six strands:
 1. Learner safety and security;
 2. Fair learning environment;
 3. Management of classroom structure and activities;
 4. Support for learner participation;
 5. Promotion of purposive learning;
 6. Management of learner behavior;
- c. Domain 3 or Diversity of Learners shall be composed of five strands:
 1. Learners' gender, needs, strengths, interests and experiences;
 2. Learners' linguistic, cultural, socio-economic and religious backgrounds;
 3. Learners with disabilities, giftedness and talents;
 4. Learners in difficult circumstances;
 5. Learners from indigenous groups.
- d. Domain 4 or Curriculum and Planning shall be composed of five strands:
 1. Planning and management of teaching and learning process;

2. Learning outcomes aligned with learning competencies;
 3. Relevance and responsiveness of learning programs;
 4. Professional collaboration to enrich teaching practice;
 5. Teaching and learning resources including information and communication technology.
- e. Domain 5 or Assessment and Reporting shall be composed of five strands:
1. Design, selection, organization and utilization of assessment strategies;
 2. Monitoring and evaluation of learner progress and achievement;
 3. Feedback to improve learning;
 4. Communication of learner needs, progress and achievement to key stakeholders;
 5. Use of assessment data to enhance teaching and learning practices and programs.
- f. Domain 6 or Community Linkages and Professional Engagement shall be composed of four strands:
1. Establishment of learning environments that are responsive to community context;
 2. Engagement of parents and the wider school community in the education process;
 3. Professional ethics;
 4. School policies and procedures.
- g. Domain 7 or Personal Growth and Professional Development shall contain five strands:
1. Philosophy of teaching;
 2. Dignity of teaching as a profession;
 3. Professional links with colleagues;
 4. Professional reflection and learning to improve practice;
 5. Professional development goals.

SEC. 7. *Implementing Rules and Regulations.* – Within ninety (90) days from the approval of this Act, the Secretary of Education shall, in coordination with the Chairperson of the Commission on Higher Education, promulgate the necessary rules and regulations for the effective implementation of this Act.

SEC. 8. *Appropriations.* – The amount necessary for the effective implementation of this Act is hereby charged against the appropriation for the Department of Education. Thereafter, such amount as may be necessary for the continuous implementation of this Act shall be included in the annual General Appropriations Act.

SEC. 9. *Repealing Clause.*– All laws, executive orders, decrees, rules and regulations and other issuances inconsistent with this Act are hereby repealed or modified accordingly.

SEC. 10. *Effectivity.* – This Act shall take effect fifteen (15) days after its publication in the *Official Gazette* or in a newspaper of general circulation.

Approved,